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ABSTRACT

This needs assessment instrument was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to integrate students with severe disabilities who were previously at special centers into services at regular school sites and students who were in special classes in regular schools into general education. Part I of the needs assessment is for use with local education agencies (LEAs) that have developed a written plan for integration/inclusion transitions. It is intended to help evaluate plan components in the following areas: least restrictive environment policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions of integration and/or inclusion, and facilitation of peer interactions. Part 2 is designed to assist in identifying: the history and goals of the LEA in regard to attitudes toward integration and inclusion; existing resources to support transitions; space concerns within accessible schools; personnel role changes; site preparation needs; and parent reactions to the integration/inclusion plan. Part 3 is intended for on-site review and covers environmental considerations, school climate, special education teacher integration, general education classroom environment, student integration, and the curricular and instructional model. (DB)

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PROVIDING EDUCATION FOR EVERYONE IN REGULAR SCHOOLS

INTEGRATION/INCLUSION NEEDS ASSESSMENT

REVISED EDITION 1992

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Adapted from
Integration Needs Assessment

Developed by
Ann Halvorsen Ed.D.
1986

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EC 302197

GUIDELINES FOR USE OF THE INTEGRATION/INCLUSION NEEDS ASSESSMENT WITH LOCAL EDUCATION AGENCIES

Part 1: Review of LEA's Integration/Inclusion Plan (pp. 1-7)

This part of the needs assessment is for use with LEAs (districts, counties, or SELPAs) which have developed a written plan for integration/inclusion transitions. This may be a long - or short-range plan involving all or some of the programs for students with disabilities. If no such plan exists, the reviewer or individual conducting the assessment may wish to recommend that the LEA initiate plan development through a "support team" or LEA Committee involving representatives of all interested constituencies (administrators from general and special education, parents, teachers, related service personnel, PTA, Special Education Advisory committee, interested community agencies, etc.)

Where an integration/inclusion plan exists, the reviewer should use the criteria in Part 1 for evaluation of plan components in order to determine whether all areas such as : LRE policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions of integration and/or inclusion , and facilitation of peer interactions, have been addressed.

Where specific plan components are missing or inadequate, the reviewer can use the assessment data to provide input to the LRE support team regarding expansion or modification of the written plan. The reviewer may also wish to refer to Part 2 Background Information, for additional interview questions or observational items which can supplement written plans. All data collected as part of the total needs assessment process should be shared with the participating LEA and LRE Committee members.

LEA= Local Educational Agency
SELPA= Special Education Local Planning Area

6/92

INTEGRATION/INCLUSION NEEDS ASSESSMENT

Developed by Ann T. Halvorsen, Ed.D.
Peers Project

Part 1: Review of the LEA's Integration/Inclusion Plan
(To be used if a written plan exists)

Have the following dimensions been addressed adequately in the LEA plan?

1. LEA policy statement on LRE:

   ◊ exists._____

   ◊ in development, assistance requested._____

   ◊ needs development_____

   ◊ too broad/noninclusive of students with severe disabilities_____

   ◊ inclusion is described as an option in the plan_____

   ◊ other comments:_____

2. Definitions of integration and inclusion and rationale for integration/ inclusion of students with severe disabilities (sd) for :

   ◊ All components included._____

   ◊ Missing key features._____

   ◊ In development, assistance required._____

   ◊ Needs development._____

   ◊ Rationale not included, needs development._____

   ◊ Other:_____

"sd" =students with severe disabilities

If no written LEA integration/inclusion plan has been developed, proceed to Part 2.

3. Student selection and placement plans including:

   ◊ Factors for consideration (e.g., heterogeneity, age-appropriateness of school for students, home/magnet school, geographic location, etc.) have been delineated._____

   ◊ No guidelines as yet._____

   ◊ Guidelines are in development, assistance requested._____

   ◊ Process for student placement has been well defined._____

   ◊ Process needs development, assistance requested._____

   ◊ Other: _____

   _____

4. Physical plant selection criteria and availability:

   ◊ Criteria have been delineated and are comprehensive, including consideration of home/magnet school option._____

   ◊ No criteria as yet, need assistance in developing._____

   ◊ Criteria incomplete, need assistance._____

   ◊ Space availability survey for LEA:

   Complete _____ Not yet completed _____

   (See part 2 re: criteria.)

5. Accessibility of available sites:

   ◊ All sites have been evaluated for accessibility (interior/exterior)._____

   ◊ No assessment as yet._____

- ◊ Assessment complete; modifications to some sites will be required._____
- ◊ Modification plans developed._____

6. Teacher and paraprofessional selection/assignment:
   - ◊ Guidelines for selection/job descriptions are adequate and in place._____
   - ◊ Not in place, need assistance to develop._____
   - ◊ Teachers and paraprofessionals have _____ have not _____ had input into guidelines and selection process.
   - ◊ Teachers and paraprofessionals have been assigned._____
7. Organization of administrative responsibility across programs:
   - ◊ LEA/SELPA/ county office responsibilities clearly delineated _____ not delineated _____
   - ◊ Service delivery plans and administrative responsibilities within system clearly defined _____ not yet defined_____ (e.g., chain of command; who will supervise integration teachers and inclusive education support staff, who does teacher report to, etc.)

     Comments: _____

     _____

     _____
8. Interagency agreements and involvement: Organization and assignment of related services:
   - ◊ Interagency agreements (e.g., with CCS) are in place and do not present constraints to integration/inclusion plan._____
   - ◊ Agreements need revision for integration/inclusion to be effective._____
   - ◊ Related service assignments have been worked out _____ not worked out _____
   - ◊ Related service personnel are involved _____ not involved _____ need to become involved in integration/inclusion planning _____

CCS= California Childrens' Services (Physical Therapy Services)

9. Continuity of integrated/inclusive program across ages/school levels (elementary/middle/high school/post secondary):

   ◊ Plans and timelines exist for placement of students at all levels.____
   Plans do not yet exist, no specific timelines in place._____

   ◊ Plans exist but space/classrooms unavailable and/or in negotiation._____

   ◊ No plans, assistance requested._____

10. Preparation of Special Education staff (faculty and administration):

   ◊ Comprehensive inservice plan has been developed _____.
   is being implemented. _____ is in development. _____
   assistance requested. _____

   ◊ Topics for inservice:
   address audience needs re: integration/inclusion. _____
   need expansion. _____

   ◊ Resources for inservice (e.g., released time) are _____
   are not available _____; assistance requested. _____
   (See also Part 2.)

11. Preparation of parents of sd students:

   ◊ Comprehensive inservice plan has been developed. _____
   is being implemented. _____ is in development. _____
   assistance requested. _____

   ◊ Topics for inservice
   address audience needs re: integration/inclusion. _____
   need expansion. _____

   ◊ Resources for inservice (e.g., released time) are _____
   are not available _____; assistance requested _____
   (See also Part 2.)

   ◊ Parents are _____ are not _____
   currently involved in integration/inclusion planning.

   ◊ Parents are _____ are not _____
   generally in support of integration/inclusion plan.

12. Preparation of general education administration:

   ◊ Comprehensive inservice plan has been developed. _____
   is being implemented. _____ is in development_____
   assistance requested. _____

◊ Topics for inservice
address audience needs re: integration/inclusion._____
need expansion. _____

◊ Resources for inservice (e.g., released time) are_____
are not available _____; assistance requested_____
(see also Part 2.)

13. Preparation of school site(s) personnel

◊ Comprehensive inservice plan has been developed._____
is being implemented. _____ is in development. _____
assistance requested. _____

◊ Topics for inservice
address audience needs re integration/inclusion._____
need expansion. _____

◊ Resources for inservice and team planning(e.g., released time)
are_____ are not available _____ assistance requested_____
(see also Part 2.)

◊ Mechanism is _____ is not _____
in place for ongoing support to principals.

◊ Mechanism is_____ is not_____
in place for school site level teams.

14. Preparation of general education students at all targeted school sites:

◊ Comprehensive inservice plan has been developed. _____
is being implemented. _____ is in development _____
assistance requested. _____

◊ Topics for inservice
address audience needs re: integration/inclusion._____
need expansion. _____

◊ Resources for inservice (e.g., released time) are_____
are not available _____; assistance requested _____
(see also Part 2.)

◊ Plans have _____ have not _____
been approved by site principals/faculty.

◊ Site preparation will _____ will not _____
occur in advance of the start of the program as well as after students
are present.

15. Preparation of parents of general education students:

- ◊ PTA(s) has _____ has not _____ been involved in/aware of integration/inclusion plans.
- ◊ Principals will have responsibility for informing/involving parents through school bulletins, PTA meetings, etc. _____

16. Strategies to facilitate effective integration/inclusion on site:

- ◊ District and school site practices which will facilitate interactions and the facilitation of peer relationships have ____ have not _____been delineated (e.g., inclusion in activities across environments, teacher responsibilities within the school, transportation schedule and coordinated school hours, etc. (See part 2).
- ◊ Mechanisms and procedures are in place _____ are being developed _____ do not exist _____ for creating structured interaction programs (e.g., peer tutoring, circles of friends) to involve general education students (Inside Work Experience, service credits, elective courses where appropriate. (See Part 2.)
- ◊ Sd students IEP goals do _____ do not _____ reflect integrated/inclusive placement and interaction opportunities.
- ◊ Each school site has developed _____ is developing _____ its own integration/inclusion plan.
- ◊ School site plans do not exist, assistance is requested._____
- ◊ Other: _____

_____

_____

_____

_____

17. Evaluation of integration/inclusion practices:

- ◊ Observational data and IEP data have been _____ have not been _____ will be _____ collected to evaluate integration/inclusion on an ongoing basis across sites.

◊ Other types of data (check which apply)	To be collected	Collected
% of instructional time spent in integrated/inclusive school and community environments	_____	_____
Attitudinal data (nd students' attitudes toward sd students)	_____	_____
Social validity data (e.g., consumer satisfaction from parent, sd, student, administrator viewpoint).	_____	_____
Data on rates and quality of social interaction between students with disabilities and peers.	_____	_____

◊ Other: _____

_____

◊ No program evaluation plan exists, assistance requested. _____

GUIDELINES FOR USE OF THE INTEGRATION/INCLUSION NEEDS ASSESSMENT WITH LOCAL EDUCATION AGENCIES

Part 2: Background Information for Integration/Inclusion Needs Assessment (pp. 8-26)

Part 2 in not intended to be used as a format for a single interview of one individual by the person conducting the needs assessment. Given the number of questions and the scope of areas covered, Part 2 data should be collected through several observations, discussions with the LRE support Team (where one exists), or through conversations and/or interviews with : the director of special education, as well as the administrators specifically in charge of special education programs for students with disabilities, general education principal(s), special education teacher(s), parent(s) of students with severe disabilities, Advisory Committee members, and related service personnel (district and CCS).

Part 2 Information will assist in identifying the history and goals of the LEA in regard to integration and inclusion; attitudes within the LEA toward integration and inclusion; what resources exist to support transitions; whether space within accessible schools is a problem for the integration efforts and whether issues such as inclusion in general education, transportation and personnel role changes, site preparation needs, and parent reactions to the integration/inclusion plan have been considered. Thus, Part 2 can be used as a problem-solving tool with the LRE Support Team. For example, under IV: Parents of Severely Disabled Students, if the reviewer's conversations and interviews indicate that parents are unaware of the integration/inclusion plan or that the Community Advisory Council has not been involved in planning, she/he would recommend that meetings for parents and coordinated planning with the CAC be initiated immediately. She/he might also suggest that visits be arranged for parent representatives to existing nearby model integrated/inclusive programs, so that parents can see an integrated or inclusive program in action, and acquire information as to how the model could be adapted to meet their sons' and daughters' needs in their own district.

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PEERS PROJECT

Part 2: Background Information: Potential Questions for Integration/Inclusion Needs Assessment

For LEAs In Integration/Inclusion Planning Stages

1. Administrative/Systems level

   A. Governance Structure of LEA

      1. Is this a county office of education, multi district/county SELPA, or single district SELPA?

      2. If county operated:

         ◊ Are the districts currently involved in integration/inclusion planning with the county? _____

         ◊ Will students be selected from all districts? _____

         ◊ Will integrated and inclusive sites be geographically distributed throughout the county or will only a few districts be initially involved? _____

         ◊ How many students are targeted for initial phase of plan? _____

         ◊ What procedures is/has the county engaged in to obtain space/classrooms and how successful have these been? _____

         _____

         _____

         _____

         _____

Key: COE = County Office of Education
SELPA = Special Education Local Planning Area
CAC = Community Advisory Council for Special Education

◊ What procedures is/has the COE engaged in to work collaboratively with districts to develop inclusive education at the school site level?_____

_____

_____

_____

_____

◊ Will these be the first county programs on district sites? _____
How long has the COE served students on district sites?_____

3. If multi district SELPA operated:

◊ Are/will students (be) located throughout the SELPA? _____

◊ Will students attend integrated/inclusive programs in their own district or in another district in SELPA? _____
If outside own LEA, what is the rationale for this?_____

_____

_____

◊ What proportion of students/classes are now integrated/fully included? _____ What ages and how many are targeted for integration/inclusion transition? _____

4. If single district operated:

◊ Is integration planned to occur district wide? _____

◊ Will inclusive education be offered district wide?_____

◊ What proportion of students/classes are now integrated/ what age groups? _____

◊ What proportion are included in general education classes?____

◊ Will students attend their neighborhood schools? _____

COMMENTS:_____

_____

_____

Part 2 can be used as an overall reference and is not meant to be employed as one interview. Information may be obtained through observations and/or a series of conversations/interviews.

B. Inclusive Models

If the district is planning to offer an inclusive model, what type of structure/program is under consideration? Check any/all that apply:

1. Itinerant special ed services across classes in one school._____
2. Itinerant special ed services across_____ schools.
3. Noncategorical special ed services delivered in itinerant manner in one school._____
4. General ed/special ed team teaching._____
5. Other._____

_____

C. Policy

1. Is there a current Board of Education policy on LRE/integration/inclusion? What does it say? If no B of E policy exists, is there a Department of Special Education and/or a CAC policy on integration/inclusion? How recent are these? Do they indicate strong support for and understanding of integration/inclusion?

2. Is there an existing long range LEA plan for full integration/inclusion? Who developed it? Is there a consensus across constituencies (Sp/General Ed. admin., teachers, parents, related service staff) regarding this plan or the need to develop a plan?

3. Is there any kind of an Integration Task Force and/or "LRE Committee" in the LEA? What is its membership? Does it include representation from: General/Sped administration (central and site), teachers, parents/CAC, community and related services? If not, is the LEA open to forming such a committee for this task and granting it decision making responsibilities?

4. If inclusion is being considered as an option is the LEA aware of the waiver necessity and the process for utilizing special class units in an itinerant manner?_____

5. Where is the impetus for integration/inclusion coming from, i.e., who has been advocating for this? Is this an administrative decision alone, or have parents, teachers and other constituencies been involved?

6. In general, what are the general attitudes about integration/inclusion across constituencies:

   General ed admin.:

   Sped admin.:

   General ed teachers:

   Sped teachers:

   General ed parents:

   Students:

   Related services:

7. Is there a consensus on the definition of integration and a clear understanding of its components in contrast to desegregation and mainstreaming? _____ How does the LEA define integration?

   _____

   _____

8. Is there a consensus on the definition of inclusion?_____

   How is it defined?_____

   _____

D. Resources for integration/inclusion

1. What types of support are or can be made available for the planned transitions, e.g.,

   ◊ Resources for inservice on strategies, curriculum, etc. to general/ special education staff:

   ◊ Resources for necessary materials when students/programs transition:

   ◊ Resources for site modifications if needed:

E. Space

1. How many special centers currently exist in the LEA? Are they homogeneous, e.g., "single disability" focused schools? _____

_____

2. How many classes/students are in these centers? _____

3. a.)How many (if any) integrated classes are there now and what are their current locations?_____
Are they chronologically age appropriate?_____
Are they within natural proportion of sd to nd? _____

_____

b.)How many (if any) inclusive education programs are there now?_____

Locations?_____

Grade levels?_____

Number of students involved?_____

4. a.)How many new integrated programs will be targeted for the planned integration effort? What ages are the students? _____

b.)How many of these will be inclusive education programs?_____

5. What level schools (pre/elem/med/hs/comm. college) are going to house the new programs? _____

6. Are the general education public schools "overenrolled" (short on space) at present? What assurances exist regarding the longevity of the space for Sped classes? Who in the LEA is involved in space negotiations? Are they/can they participate on the integration/inclusion support team? _____

_____

_____

7. Is the available space/classroom(s) centrally located in the target school(s)?_____ Will students be dispersed throughout the school (rather than clustered in one wing)? _____ Will students attend general education "homerooms"?_____

8. What plans exist for future utilization of former center sites after integration? Can any of these be utilized as integrated school sites (elem) with only 2-5% of their population comprised of severely disabled students? _____

_____

_____

F. Accessibility

1. What proportion of the targeted or potential school sites in the LEA is accessible at present?

   Elem _____

   Mid / JHS _____

   HS _____

2 Are all internal areas accessible on each site? If not, what areas need modification/which schools?_____

_____

_____

3. What proportion of students to be integrated/included at each age level will require accessible school locations?

   Elem _____

   Mid / JHS _____

   HS _____

4. Which schools' restrooms have any accessible stalls? Which require modifications? _____

_____

5. What plans exist for modifications if there are too few or no accessible schools available? _____

_____

6. How many "non-sd" sped students (e.g., "OH," MH," "SED") are already attending these schools? _____

7. How accessible are these school sites to community instructional locations?

_____

_____

G. Personnel

1. Will the integration/inclusion plan require any transfers of teaching or other staff (e.g., from county to district employment)? Has this process been worked out?

2. Who will be responsible for supervision of integrated classes?

   School site principal _____

   District Sped administrator _____

   County Sped administrator _____

3. If school site principal: has this role change been planned for with principals and communicated to them? How will sped support be provided for technical assistance?

4. What plans are in place for special ed support for students in inclusive classes?

5. What is the plan for related service delivery on integrated sites? Will OTS/PTS/STs, etc. have geographically distributed caseloads? Have CCS and LEA related service personnel been involved in integration planning? If not, can they be at this time?

6. How will related services be delivered to students in inclusive classes?_____

   _____

   Have related service personnel been involved in planning for this?_____

7. Are there existing interagency agreements regarding the number of students needing therapy and/or the number of hours needed on site for delivery of services? Can these be modified it they present constraints to integration/inclusion?

H. Transportation

1. Who currently transports students? Is this the same service as that provided for General ed students (if any are bussed)? Are Sped and General ed transportation services coordinated?

2. Have transportation representatives been involved in integration/inclusion planning? If not, can they be at this time?

3. How will integration/inclusion effect routing and length of bus rides for sd students?

4. Will transportation "drop-offs" and "pick-ups" match the school hours for general education students at these schools? If not, can this be altered so that schedules are the same?

5. Will transportation be available during school hours if needed for community programming?

6. How accessible is the public transit system? Is it in close proximity to the school(s)?

II. Teacher level

A. Selection

1. How many teachers are needed for the newly integrated students? _____

   a.) General education for inclusive sites:_____ Grade levels:____

   b.) Special education:_____

2. Will this be a voluntary move for them? Have they been informed of integration/inclusion plans? Have they been involved in planning? If not, can they be at this time? Is the teachers' association represented on the planning task force? _____

   _____

   _____

3. Is general feeling about integration/inclusion positive? What, if any are teachers' concerns?

4. Are there plans to consider noncategorical grouping in order to serve more students at their home schools?_____

5. What criteria are being utilized for teacher selection? Do any of the teachers have previous integrated/inclusive experience? Do any have dual credentials (Learning Handicapped/Severely Handicapped)?

6. Are job descriptions being revised? Who is developing these? Will teachers have input?

B. Preparation

1. Which of the following are the most important training needs for general and special educators in your district?

   ◊ Inclusive education models_____

   ◊ Strategies for ability awareness education _____

   ◊ Strategies for collaboration/consultation _____

   ◊ Strategies to promote interactions _____

   ◊ Adapting general education core curricula _____

   ◊ How an effective general education school (elem/mid/hs) functions _____

   ◊ Community intensive programming from integrated/inclusive school sites_____

   ◊ Vocational training opportunities in and around school sites _____

   ◊ Structured interaction programs (e.g., peer tutoring/PALS/circles of friends/MAPS) _____

   ◊ Parent participation in integration _____

   ◊ Heterogeneous groupings _____

   ◊ Noncategorical groupings_____

   ◊ Cooperative learning strategies_____

   ◊ School restructuring and special education

   ◊ Other _____

2. Will inservice be provided on a released time or after school basis or both? _____

_____

3. What are the timelines for inservice? _____

4. Who will deliver the inservices? _____

5. Have teachers had (or will they have) opportunities to visit model integrated/inclusive programs in the LEA or elsewhere? Can this be arranged? _____

_____

6. When will teachers be informed that they have been selected? Will this allow for time for them to be involved in advance site preparation activities (e.g. team set up and planning) as well as curricula activities such as school and community inventorying? Is released time support available for either or both of these activities? _____

_____

_____

7. a.) How will general education teachers for the inclusive program be selected?_____

b.) When will they be notified of selection?_____

c.) Will there be release time available to them for training and collaborative planning?_____

C. Staffing

1. How will paraprofessionals be selected and distributed across sites and classrooms? _____

_____

_____

2. a.)What will the ratio of teachers and paras be for each class in integrated sites?_____

b.)What will the ratio be for included students?_____

3. Will paraprofessional job descriptions require modification for inclusive programming? If so, how will this occur?_____

_____

III. Severely Disabled Students

A. Groupings and Selection

1. What are the current age ranges of students at special center or segregated sites? Are these chronologically age-appropriate, i.e., do they correspond to regular public school age ranges:

Preschool	3-5 (approx.)
Lower elem	6-8
Upper elem	9-11
Mid/JHS	12-14
HS	15-18
Transition	19-22

2. Who will be involved in regrouping of students (as needed) for integration/inclusion according to several criteria including:

   ◊ Home school

   ◊ Age-appropriateness

   ◊ Heterogeneity (not all limited mobility students in same grouping, mix of students)

3. How are the first students to be integrated/included being selected? Have parents been involved in planning? Are all parents aware of the LEA's integration/inclusion plan? If not, when will they be informed and be invited to participate in planning?

   _____

   _____

4. Are the number of targeted students to attend each site within natural proportion guidelines? _____

5. Will all sd students in the LEA have the opportunity for integrated/inclusive placement now or in the future? What are the timelines for this? (How long-range is the integration/inclusion plan?)

   _____

   _____

   _____

6. Do students have current IEP objectives which reflect integrated/inclusive opportunities and interaction with nd peers across domains/activities?

_____

7. Do IEPs include percentage of time spent in general education environments?_____

8. Do IEPs of currently included students reflect their membership in general education classes?_____

IV. Parents of SD students

A. Attitudes toward integration/inclusion and participation

1. a.)What is the general feeling among parents about integration? _____

_____

_____

b.)What is the general feeling among parents about inclusion?_____

_____

_____

2. What concerns do parents have? Have these been addressed in the plan? How? _____

_____

_____

3. Are parents participating in planning? If not, can they? _____

_____

4. Is the CAC* for Sped involved in planning?. _____

_____

**CAC= Community Advisory Council*

5. Is the PTA involved? _____

6. Are there any existing parent support groups at special centers and if so, what is their position about integration/inclusion? _____

_____

_____

7. Have parents been provided with opportunities to visit model integrated/inclusive programs in the LEA or outside of it?

_____

_____

8. What types of "inservice" will be offered to parents and guardians regarding integration/inclusion? Will they be included in the teacher inservices? _____

_____

_____

9. How will parents be involved in the school site teams at inclusive sites?_____

_____

_____

V. School Site Level Planning (for each school site)j

A. Administrative considerations

1. Is/are the principal(s) supportive of integration/inclusion? Did they have a choice about program location at their sites? What is the principal's involvement in the placement process?

_____

_____

2. Will s/he have the same responsibilities for special education students as they would for any other students in the school, or will they be separately administered by district or county Sped staff? (If the latter, can this be changed?) _____

_____

_____

3. Does the principal have any prior experience with Special Ed ? Please describe. _____

_____

4. Will inservice or technical assistance be available from the Sped administration for the principal prior to the start of the program? Who will provide ongoing support after the program is in place?

_____

_____

5. What are the principal's concerns about integration/inclusion, if any? (e.g., safety/emergency procedures)/ Have these been addressed in the plan?_____

_____

_____

6. What is the principals' perception of integration/inclusion and the extent to which students will be participating in the daily life of the school? Is s/he open to students participating in all environments (e.g., cafeteria, auditorium, yard, hallways, locker rooms, gym, restrooms, home ec rooms, library, computer room) and activities (e.g., assemblies, lunch, recess, nonacademic subjects, etc.)?

7. What is the principal's perception of inclusion and the extent to which students will participate as full members of their class/es across all classroom activities?_____

_____

8. What type of inservice or site preparation activities would the principals like to have in each school for their staff and student body?

_____

_____

9. What types of information does the principal think staff and students will need prior to and after the program begins? _____

_____

_____

_____

10. Are there regular faculty meetings in the school? Should presentations be made to faculty about the new programs at one or more of these meetings?_____

_____

11. What is the "hierarchy" of the school and what do Sped teachers new to the site need to know about school rules and protocol? _____

_____

B. General education students

1. What is the student enrollment?_____

2. What are the major student organizations? (secondary, mainly)

_____

_____

_____

_____

3. Is there a school newspaper or bulletin in which articles about integration/inclusion can appear before and after the change occurs?

Yes?_____ No?_____

Is there a parent newsletter?

Yes?_____ No?_____

Will the general education parents receive any information about the new program?

Yes?_____ No?_____

If yes, how will this be provided?

4. Secondary: Is there an elective course structure and/or service units or credit for student work experience in the school, which could be utilized to facilitate peer tutoring or friends programs?_____

5. How should or can general ed students best be recruited for these peer programs? Which of the following vehicles are available:

   ◊ bulletin

   ◊ announcements

   ◊ bulletin boards

   ◊ through guidance counselors/electives

   ◊ through meetings with departments

   ◊ through meetings with individual faculty

   ◊ through student government meetings

   ◊ through student clubs

   ◊ through discussions or presentations to individual classes or grades

   ◊ Other:

6. What is the school schedule for nondisabled students? If it is not the same as Sped, can Sped change to match the schools' hours?

7. How is lunch period organized? Is there more than one? Can students sit anywhere, or are tables assigned to grades? (elem.)

8. How are recesses organized? When do they occur? Who supervises?

9. How are special subjects organized, e.g.:

   ◊ Gym/PE

   ◊ Art

   ◊ Music

   ◊ Home Ec

   ◊ Library

   ◊ Other

   Are there special subject teachers?

10. Are there other Sped programs in the school ? How will the programs work together?

C. Staff

1. How many and what types of staff are there on site:

General Ed teachers _____

Sped teachers _____

Paraprofessionals _____

Administrators _____

Counselors _____

Bilingual/LEPs teachers _____

Special subject teachers _____

Librarians _____

Nurses _____

Janitorial _____

Cafeteria _____

Secretarial/Office _____

Security _____

Other: _____

2. Are staff organized into departments? Yes?_____ No?_____

Is Sped a separate department? Yes?_____ No?_____

If yes, can this be changed?

3. Are there regular faculty meetings? Yes?_____ No?_____
When? _____ What other committee responsibilities or other roles do teachers have?

4. How are prep and lunch periods organized and scheduled? Will Sped staff have the same periods?

5. What is the general staff attitude about integration/inclusion? are they supportive, concerned, unaware? What concerns do they have?

6. How does staff feel about organized ability awareness education for themselves and their students? What information about the students and program do they want?

GUIDELINES FOR USE OF THE INTEGRATION/INCLUSION NEEDS ASSESSMENT WITH LOCAL EDUCATION AGENCIES

Part 3: On-site Review of Integration/Inclusion

This part of the Needs Assessment Process can be utilized as an observation and for interviews to evaluate the nature and quality of integration/inclusion in regular elementary or secondary schools which do have support services for students with severe disabilities on the site. Part 3 covers six areas, environmental considerations; school climate; special education teacher integration; general education classroom environment; student integration and the curricular and instructional model in place.

A school site plan should be developed with participation from all integrated/inclusive teachers. Key administrators (school principal and special Ed. administrator where appropriate) should be involved in this process. Goals and objectives need to include timelines and specific strategies for implementation, as well as the specific types and resources for assistance that will be provided to the teacher(s), (e.g., Inservice areas and who will deliver this inservice to teachers, plans for released time, substitutes, etc.).

Sites should be reevaluated on at least an annual basis, to ensure continuity of exemplary programs and positive changes in programs needing assistance.

If no integrated/inclusive sites exist in the school district, Part 3 can be utilized with teachers, parents, and potential school site personnel as a planning tool to ensure successful interactions at future integrated/inclusive sites.

IMPLEMENTATION SITE CRITERIA FOR FULL INCLUSION PROGRAMS

Many of these *Implementation Site Criteria* have been taken from or adapted from: Meyer, Eichinger & Park Lee (1987). "Program Quality Indicators." JASH, Winter, 255-257.

This tool is intended to assist in the identfication of schools providing quality inclusive educational programs for students with severe disabilities. It may also serve as a needs assessment tool for schools establishing inclusive education.

Please check as appropriate and comment as necessary.

I. Environmental Considerations	yes	no	sometimes	comments
A. Facilities				
1. Students are included in age-appropriate(+/- 1 yr.) general education homerooms.	☐	☐	☐	
2. School is the one students would attend if non-disabled.	☐	☐	☐	
B. Student issues				
1. K-12 full inclusion programs have been established.	☐	☐	☐	
2. Students have the same school calendar and hours as their general education peers.	☐	☐	☐	
3. Identified special education student numbers are within natural proportion guidelines.	☐	☐	☐	
II. School Climate				
A. Ownership				
1. Principal is *ultimately* responsible for implementation of the program, which includes supervision and evaluation of program staff.	☐	☐	☐	
2. There is a defined plan or process for supporting staff in implementation (ie. time for team planning meetings).	☐	☐	☐	
3. Ongoing site preparation or "ability awareness" occurs and/or is incorporated into generral education curriculua.	☐	☐	☐	

	yes	no	sometimes	comments
4. The school mission statement reflects a philosophy that every child is educable and considers the school to be accountable for serving all kids.	☐	☐	☐	
5. The school philosophy emphasizes responsiveness to families and support to meet family needs.	☐	☐	☐	
6. The school philosophy supports the need for staff inservice training on a regular basis.	☐	☐	☐	
III. Special education teacher integration				
A. The special education teachers have responsibilities within the school to:				
1. attend faculty meetings with general education staff.	☐	☐	☐	
2. participate in regular supervisory duties (eg. lunch/bus/yard duty).	☐	☐	☐	
3. participate in extracurricular responsibilities (eg. chaperone dances, work with student clubs).	☐	☐	☐	
4. follow school protocol: keep principal or appropriate administrator informed on an ongoing basis.	☐	☐	☐	
B. Special education teacher interaction includes:				
1. positive public relations skills with general education staff.	☐	☐	☐	
2. taking lunch breaks and/or prep periods in the same areas as general education staff at least once a week.	☐	☐	☐	
3. arranging meetings with general education staff as necessary for maintaining communication with involved faculty.	☐	☐	☐	

	yes	no	sometimes	comments
C. Special education teacher modeling and instruction includes:				
1. consistently modeling positive attitudes towards and appropriate interactions with all students.	☐	☐	☐	
2. using age-appropriate terminology, tone or voice, praise/reinforcement with all students.	☐	☐	☐	
3. employing age-appropriate materials in instruction.	☐	☐	☐	
4. designing students' programs to include instruction of functional activities in many school and non-school settings.	☐	☐	☐	
5. implementing behavior management strategies that are positive and utilize natural cues/corrections to the maximum extent possible.	☐	☐	☐	
6. writing IEP objectives and individual programs to reflect interaction with nondisabled peers.	☐	☐	☐	
7. developing non-classroom environments in the school to be used for interactive functional activities for appropriate portions of the school day.	☐	☐	☐	
IV. General education classroom				
A. General education classroom teacher:				
1. provides safe, orderly and positive learning environment for all students.	☐	☐	☐	
2. establishes high expectations for all students.	☐	☐	☐	
3. monitors student progress systematically.	☐	☐	☐	
4. participates as an IEP team member.	☐	☐	☐	

	yes	no	sometimes	comments
5. utilizes cooperative learning strategies.	☐	☐	☐	
6. utilizes multi-dimensional performance groups.	☐	☐	☐	
7. individualizes activities for students.				
8. participates as a member of the school integration team.	☐	☐	☐	
9. collaborates with others in coordinating peer network/interaction systems.	☐	☐	☐	
10. encourages and supports friendship development for all students.	☐	☐	☐	
11. collaborates with parents/care providers.	☐	☐	☐	
12. collaborates with special education teacher and paraprofessional(s).	☐	☐	☐	
13. team teaches with special education teacher.	☐	☐	☐	
14. collaborates with special educator(s) to adapt learning objectives for students within the context of the core curriculum.	☐	☐	☐	
15. collaborates with special educator(s) to make material and environmental adaptations.	☐	☐	☐	
16. collaborates with special educator(s) to provide physical assistance as needed.	☐	☐	☐	
17. allows for alternative/substitute curriculum as appropriate.	☐	☐	☐	

V. Student integration

A. General school activities include:

1. Students have access to all school environments for programming and interactions.	☐	☐	☐	

	yes	no	sometimes	comments
2. Students participate in and are integrated for regular activities such as: (check activities)				
music / field trips	☐	☐	☐	
art / home ec.	☐	☐	☐	
library / work exper.	☐	☐	☐	
gym / recess/break	☐	☐	☐	
lunch / computer use	☐	☐	☐	
assemblies / regular class	☐	☐	☐	
clubs / other:	☐	☐	☐	
3. Students participate in grade level activities (eg. 8th grade dance, 6th grade camping trip, senior's graduation).	☐	☐	☐	
B. Interaction with peers during the school day.				
1. Students instructional programs incorporate interaction with general education students in the following areas (check all that apply):				
a. communication skills (within activities)	☐	☐	☐	
b. social skills (within activities)	☐	☐	☐	
c. community domain functional activities	☐	☐	☐	
d. vocational domain functional activities	☐	☐	☐	
e. recreation/leisure domain	☐	☐	☐	
f. domestic domain functional activities	☐	☐	☐	
g. other (specify):	☐	☐	☐	
2. Students are involved in regular structured interaction programs with age-appropriate nondisabled peers such as (check all that apply):				
a. peer tutoring in school and community	☐	☐	☐	
b. "PALS" (Partners at Lunch)	☐	☐	☐	
c. regular education class activities (list)	☐	☐	☐	
d. co-workers in job training	☐	☐	☐	

	yes	no	sometimes	comments
3. Strategies to support inclusion and foster friendships are employed (check all that apply):				
a. Maps	☐	☐	☐	
b. Circle of friends	☐	☐	☐	
c. Other (specify):	☐	☐	☐	
4. These interactive programs are:				
a. well organized	☐	☐	☐	
b. positive in orientation (emphasizing student strengths, focusing on functional activities)	☐	☐	☐	
c. well attended	☐	☐	☐	
d. supported by principal, faculty and parents	☐	☐	☐	
e. viewed as a positive experience by students	☐	☐	☐	
C. Ongoing provision of information				
1. General education students have received information about disabilities via (check all that apply):	☐	☐	☐	
a. slide show presentation and discussion about the students	☐	☐	☐	
b. learning stations or simulations about learning disabilities	☐	☐	☐	
c. commercial media (films etc.)	☐	☐	☐	
d. guest speakers who have disabilities	☐	☐	☐	
e. disabilities unit within general education curricula, role playing, modeling and feedback from special education teacher regarding how to interact with or instruct specific students	☐	☐	☐	
f. specific training in systematic instructional techniques including data collection (peer tutors)	☐	☐	☐	
g. informal discussion/Q&A sessions with special education staff	☐	☐	☐	
h. other (specify):	☐	☐	☐	

	yes	no	sometimes	comments
D. Extracurricular activities				
1. Students with disabilities are involved in extracurricular activities associated with the school:				
a. clubs	☐	☐	☐	
b. dances	☐	☐	☐	
c. after school recreation/day care programs	☐	☐	☐	
d. scouts	☐	☐	☐	
e. other:	☐	☐	☐	
2. Students with disabilities currently have access to the following extracurricular activities: (list)	☐	☐	☐	

VI. Curricular and instructional model

A. The implementation site teacher:				
1. has organized each student's program according to the following domains:	☐	☐	☐	
a. community	☐	☐	☐	
b. domestic	☐	☐	☐	
c. recreation/leisure	☐	☐	☐	
d. vocational	☐	☐	☐	
e. academic integration				
2. (regarding the domains listed above), emphasizes interaction with nondisabled peers within these activities.	☐	☐	☐	
3. has developed IEP objectives based upon the parent interview process.	☐	☐	☐	
4. plans activities using materials, instructional procedures and environments that are age-appropriate and individualized.	☐	☐	☐	

	yes	no	sometimes	comments
5. instructs all students in natural environments maintaining natural proportions.	☐	☐	☐	
6. completes functional assessments for all targeted activities.	☐	☐	☐	
7. involves related service staff in functional assessments in natural settings.	☐	☐	☐	
8. develops written instructional plans for each IEP objective.	☐	☐	☐	
9. works with related service personnel to provide integrated therapy services with nondisabled peers.	☐	☐	☐	
10. collects specific data to document student performance and to identify a need for program modification.	☐	☐	☐	
11. periodically probes for maintenance and generalization in the natural environment.	☐	☐	☐	
12. develops adaptations which are useful across environments, to facilitate independence.	☐	☐	☐	
13. utilizes positive programming and other nonaversive strategies in behavior change programs.	☐	☐	☐	
14. assists families in accessing community resources.	☐	☐	☐	
15. initiates systematic planning to support transitions from one program to another.	☐	☐	☐	

The *Implementation Site Criteria* are utilized to identify potential sites to serve as internal demonstration sites. It is not meant to be a tool for evaluation.Completion of these criteria should identify strengths and result in the identification of growth objectives.